

Cal State San Marcos
Women Studies
Women as Leaders 400L

— became WMST 330
in 2004

Instructor

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Course Rationale

According to Tichy, leadership is more about thinking, judging, acting and motivating than about strategies, methodologies and tools. Leadership reflects a person's mindset and their approach to the world. Therefore, it is important that leadership development starts from within. Influential leadership requires a holistic pattern of thought processes, attitudes and behaviors. In order to model effective leadership, one must understand the technical, political and cultural systems that all organizations work within. But most importantly, one must understand self. This course will encourage you to embark on a path of self-discovery that enables you to lead as a self with purpose.

Course Objectives

Upon completion of this course, students will:

1. Understand the different styles of leadership and how they work for or against women, and how to develop a climate of trust and confidence
2. Define career and personal goals and create a master plan for future progress
3. Examine the core values and principles that define personal styles of leadership

Course Texts

Csikszentmihalyi, M. (1994). The Evolving Self, New York, NY: HarperPerennial

Gallagher, C. (2001). Going to the Top, New York, NY: Penguin Books

Gilligan, C. (2000). In A Different Voice, Cambridge, Mass:Harvard University Press

Tichy, N. & Cohen, E. (1997). The Leadership Engine: How Winning Companies Build Leaders at Every Level, New York, NY: Harper Business

Evaluations:

Participation 25 points

Homework assignments (exercises) 30 pts total

One paper/research driven/20 points each

Final project/presentation 25 points

The total amount of points you can receive is 100 pts. Attendance is not mandatory, but more than three absences will lower your grade significantly.

Course Outline

1. Guided Discussion: Defining Leadership, values and principles
Illusion and Reality
Purpose of Self
HW: Complete timeline assignment from Handout
Complete Goals Handout
2. Discussion: Reading Assignment
Timeline
Goal Setting
Exercises in Empathic Listening
HW: Select 3 goals and outline steps necessary to achievement. Give yourself a deadline date 90 days/60/30 days. Determine what you will need to accomplish by each interval. Include why the goal is important and what, if any principle it derives from, and how you will feel upon achieving it. Do this for each goal you select.
3. Discussion: Goal Setting/Challenges/Opportunities
Empathic Listening – Group Work
Csikszentmihalyi: 3 Major Sources Of Distortion
HW: Read Csikszentmihalyi Chapters 1-5
Prepare to present on chapters
Complete Handout: Personal Vision (Due 10/1)
4. Chapter Presentations
HW: Read Csikszentmihaly Chapters 6-10
Write a two page, double spaced reflection paper on a chapter or idea from the text
5. Discussion: Personal Vision
In class exercises
HW: Read Gilligan Chapters 1-3
Handout: Men's Psych Development
6. Discussion: Gilligan Text
In class exercises

HW: Read Gilligan Chapters 4-6

Write a two page reflection paper on chapter/topic

7. Discussion: Gilligan
Goals and Progress Update
Self-Assessment In class exercises
Selection of Papers/Topics
HW: Read Gallagher Chapters 1-3
Complete "Assess your own C.O.R.E." P 64
8. Discussion: Gallagher
C.O.R.E. Assessment
HW:Gallagher Chapters 4-6
Review Action Exercise 9/10:identifying area in which you experience stress or anxiety. Revise and identify an area where risk-taking is needed in your life. Explain what you will do.
9. Discussion: Gallagher
Risk Taking
HW: Gallagher Chapters 7-9
Prepare Chapter Presentations 1-9
10. Chapter Presentations
HW: Gallagher Chapter 10-13
Write two page reflection paper on chapter/idea
11. Paper Progress: Discussion
Listening and Leading
HW: Finish research paper, due 11/19/02
12. Research Paper Due
Paper Presentations
13. Thanksgiving Holiday
HW: Read Tichy, Chapters 1-5
Two page reflection paper on chapter/idea
14. Discussion Tichy
Update on goals and accomplishments
HW: Tichy Chapters 6-10
Prepare presentation for class closing:
Topic Discussion
15. Presentations

For students in the service learning component, you will keep a journal of time spent in the selected organization. Reflections on your impact, what you are learning, and evaluations from site supervisors will be included in the final compilation of journal entries.

This response is regarding WMST 330.

-----Original Message-----

From: Kathleen Watson
Sent: Monday, November 03, 2003 4:53 PM
To: Linda Pershing; Maribel Garcia
Subject: WMST new courses

I am contacting you because I am a member of the University Curriculum Committee and the committee members need clarification regarding the three proposed WMST new courses. These are WMST 330, 341 and 350. The following items come from the committee's discussions at today's UCC meeting.

1. All three new course proposals have the same memo explaining the change from 3 to 4 units. The committee would like clarification of the specific ways in which the additional unit will be delivered for each course. We understand that the 330 course would incorporate Service Learning and the 350 course would have media analysis. We would like more specific descriptions of what is involved in those activities, specific to each course.

WMST 330, Women as Leaders, includes a service-learning component. Students will identify an area of professional service—in non-profit and community organizations, agencies and government offices, businesses, or social institutions—and spend the equivalent of one hour per week on site, engaged in service learning. They will learn about the work of the agency or organization and will be paired with mentors who foster leadership skills in their fields. In addition, students will read about women as leaders in this profession and will complete writing assignments to assess and deepen their understandings of the issues that arise for women leaders.

2. The course classification number C2 would then be appropriate for 3 of the units and another code would be appropriate for the 4th unit.

I consulted with Bryana Ramos, in the Dean's Office, and she suggested that most courses are assigned a C2 designation for all of the units, regardless of whether they involve service learning, supplemental discussion groups, or watching and analyzing films. I'm unclear about the course classification system and ask the Curriculum Committee to assist in making the appropriate assignments. The 4th unit of instruction for each course is summarized below.

WMST 330, the 4th unit will be comprised of service learning.

3. The sample syllabus for WMST 330 is the same as was used for the 400L special topics that was a 3 unit course. How will the syllabus change as it goes to 4 units. We noted the last paragraph that explained the activities of those students "in the service learning component". How was that part of 400L and how will it be different under 330?

In our trial run of WMST 400L, a new course in our curriculum, the instructor offered students the opportunity to become involved in a service learning project as part of their coursework. Because the course was newly developed, the service learning wasn't structured smoothly into the curriculum. Moreover, because students only earned 3 units of credit, few students had the time to take advantage of this opportunity. We learned from experience that it is necessary to increase the number of units students will earn if we want them to do service learning as part of the course. The fourth unit, a service learning component, will become an integral part of the Women as Leaders course.

330

• LOWER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL •

This course is proposed for: Area E - Lifelong Understanding and Self-Development

- Describe on a separate sheet how the course requirements will fulfill the general goals, objectives and requirements of all courses in the GE Program. (Read Item A below for reference)
- Describe how the course requirements will fulfill the goals and objectives of the appropriate GE Area as indicated above. (Read Item B on reverse for reference)
- Describe how the technology and information literacy components are fulfilled in an assessable manner. (Read Item C on reverse for reference)
- Explain how the faculty teaching the course will assess the students' learning and skill acquisition. (Read Item D on reverse for reference)
- List below the names of Writing Team member(s), Resource Librarian, and Technology Consultant:

Linda Pershing, Faculty member

Hua Yi, Librarian

Garrett Collins or other representative

Instructional Services

Originator

Information Literacy Coordinator

Technology Consultant

ITEM A: Criteria for all General Education Courses

All courses certified for GE must meet, where appropriate, the goals, objectives, and requirements specified below as well as the criteria specific to a division or skills area.

- Goals—The primary purpose of General Education courses will be to explore, to understand, and to respond to:
 - skill development;
 - technological and ecological continuity and change;
 - global issues and perspectives;
 - human diversity; and
 - ethical and moral questions affecting the present and shaping the future.
- Objectives—Within this framework, the objectives of the CSLISM General Education program are:
 - To develop analytical skills and reasoning powers;
 - To develop and increase the ability to communicate ideas and to locate and share information;
 - To develop a coherent and broad-based understanding of the fundamental principles governing the natural world;
 - To create, to use, and to understand modern technology, and to adapt to the pace of technological change;
 - To apply scientific principles and modern technology to problems in everyday life;
 - To understand and to experience the different forms of creativity as they exist and have existed across cultures in varying genres and media;
 - To promote global citizenship through knowledge of the forces which shape and have shaped the individual and modern society;
 - To recognize and to explore the linkages among nations and among peoples of diverse cultures while recognizing the common bonds that unite humanity;
 - To acknowledge the interdisciplinary and interdependent nature of successful dispute resolution associated with the complex problems confronting both our increasingly diverse society and the global community;
 - To understand ethical responsibility and accountability in regards to individual and collective action; and
 - To explore questions of justice and human rights as fundamental issues that link individuals to others in our society and across cultures.
- Course Requirements:

All courses certified for General Education must meet the following requirements:

Writing.

 - Lower Division General Education courses shall participate in the All-University Writing requirement. A minimum of 2500 words of writing shall be required in each course.
 - Writing assignments, style and formats shall be appropriate to the discipline of the course.
 - Evaluation of written work in all courses shall include assessment of writing proficiency.

Perspectives. All courses and course proposals shall demonstrate to the extent possible:

 - their integration of analyses rooted in questions of race, class and gender.
 - their inclusion and acknowledgment of comprehensive materials regarding cultural difference among peoples and across nations.
 - their attention to the ethical and moral questions raised by the material in the course.

Signatures

1. [Signature] 3/14/04 Date

[Signature] 5/19/03 Date

Linda Pershing 3-17-03 Date
Program / Center Director

Dean of Library and Information Services (or Designee) Date

Director of Computing & Telecommunications (or Designee) Date

1. Describe on a separate sheet how the course requirements will fulfill the general goals, objectives and requirements of all courses in the GE Program.

Using an interactive and discussion-based format, this course is designed to assist students in developing skills in critical thinking, active learning, information literacy, and the use of technology—all essential components of the General Education Program at Cal State San Marcos. Designed for students with any major—and likely to attract students from such diverse degree programs as business, education, the sciences, as well as the humanities and social sciences—this course is interdisciplinary in scope. Drawing on scholarship in gender and ethnic studies, philosophy, literature, and history, *Women as Leaders* will help students understand how ideas, issues and knowledge are often interrelated, intersecting and interconnected. Students will learn about the historical variations across time and cultures that have shaped understanding of leaders and leadership. The course is designed to provide students with a classroom environment that fosters independent, active, engaged learning—all which are characteristic of General Education curricula.

2. Describe how the course requirements will fulfill the goals and objectives of the appropriate GE Area as indicated *above*.

The understanding of leadership and the development of personal leadership skills are essential for women and other groups with histories of marginalization. This course is designed to assist students in developing a lifelong learning, understanding, and development of themselves as potential future leaders. Readings and class activities will focus on integrating the physiological, psychological, social and cultural, and human development aspects of human experience that affect our understandings of leadership and social interaction. The course is intended to assist students in envisioning ways to change and improve their own lives and the broader society. One of the goals of the course is to assist student in turning information into knowledge that can have lifelong effects on their own future development and direction. The study of leadership involves investigating the interrelated aspects of life, behavior, information, and knowledge—all key factors in the Area E General Education Program.

3. Describe how the technology and information literacy components are fulfilled in an assessable manner.

Students will demonstrate their competency in information literacy through bibliographic, library, and Internet work required for their homework assignments, research paper, and classroom presentations. The field of leadership studies is relatively new and is growing rapidly. Information literacy is essential to locating and assessing the latest research findings on women and leadership.

4. Explain how the faculty teaching the course will assess the students' learning and skill acquisition.

Course objectives include: 1) students will gain familiarity with varied cultural portrayals of women as leaders; 2) students will develop a better understand a range of different styles of leadership and how they can work for or against women; 3) students will examine the core values and principles that have defined leadership in women; and 4) students will define career and personal goals and create vision of future progress toward leadership in student life. Student learning and skill acquisition will be assessed through multiple homework assignments, a research project, final project and presentation, and participation in classroom activities and discussions.